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ABSTRACT

This monograph offers practical suggestions on how to develop and implement an effective and legally viable system of teacher evaluation. Part 1, "The Legal Arena," discusses current trends in school employee litigation, suggesting that an effective evaluation process can be one of the greatest deterrents to successful employee first amendment cases, when used in conjunction with a carefully crafted documentation system. Part 2, "Formulating the Assessment or Evaluation System," provides guidelines for developing a legally sound evaluation system and policy. Topics discussed include (1) a statement of purpose; (2) repeal of prior policies and procedures; (3) procedural aspects of the policy and employee concerns; (4) personnel to be assessed; (5) personnel to do the assessing; (6) defining the areas to be assessed; (7) timelines for assessment and steps to be taken; (8) conducting the classroom observation and the evaluation itself; (9) explanation of ratings and instruments to be used; (10) remediation--growth improvement plan or directives; and (11) reassessment and consequences. A summary and conclusion follow, along with a 13-item bibliography and 9 appendixes providing a complete sample teacher evaluation system. (TE)

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Practical Aspects of Teacher Evaluation

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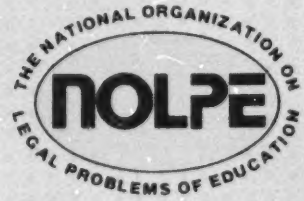
Practical Aspects of Teacher Evaluation

KELLY FRELS
TIMOTHY T. COOPER
BILLY R. REAGAN

Annotated guide to
a practical approach in the legal
setting for evaluation of teacher performance



"Little has been written on the practical aspects of evaluation in the legal context. This monograph was written in an attempt to fill this void."

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Practical Aspects of Teacher Evaluation

Kelly Frels • Timothy T. Cooper • Billy R. Reagan

Evaluation or assessment of teachers' performances has historically been a significant aspect of school management. Until the advent of the civil rights movement in the late 1950's and the 1960's, the right of a principal to assess a teacher on any aspect of performance or activity was generally unquestioned. With the application of the first amendment to teachers, school administrators could no longer evaluate teachers for such activities as joining unions or engaging in protected speech activities.

As the courts became more involved in applying the various civil rights laws in the school setting, the treatment of teachers in evaluation became increasingly more important. In examining cases of alleged racial discrimination in teachers' terminations, courts wanted to know how the terminated teachers were treated in relationship to others. The same was true when teachers claimed their termination was in retaliation for the exercise of first amendment rights. Invariably a given court's inquiry comes down to a question of whether the court perceives that the teacher has been treated fairly. How the teacher was evaluated is an important ingredient in that determination.

Largely as a result of the courts' emphasis on school districts' evaluation policies and procedures, the schools' desire and the public demand for quality instruction, the advocacy of employee groups and the need for a sound and fair system, school districts and state legislatures have increasingly focused on providing policies and laws to guide in the assessment of teachers and other professional personnel.[1] These policies, procedures, and laws vary from district to district and state to state. There are common principles that are applicable to most evaluation systems, but evaluation systems are as different as the people who develop them.[2]

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1. Although the assessor and assessee are referred to as the principal and teacher, respectively, the principles set out in this monograph are equally applicable to other assessor/assessee relationships. Also, assessment and evaluation will be used interchangably throughout.

2. The specimen policies and forms included as appendices are intended to be illustrative of what might be used in an evaluation system. They are intended for use as thought provokers in the development of policies and forms to meet the specific needs of individual districts. This monograph and the specimen policies and forms are not intended as legal advice or as "ideal" policies or forms to simply be copied.

Little has been written on the practical aspects of evaluation in the legal context. This monograph was written in an attempt to fill this void. Its purpose is not, however, to render legal advice or set out a "model" to be used by all school districts, for no model will serve the diverse needs of our nation's schools. It will, rather, offer practical suggestions on how to develop and implement an effective and legally viable system of evaluation. No attempt will be made to examine the case law which has evolved regarding evaluation.[3] The judicial decisions are based on specific policies or statutes that regulate evaluation, so caution must be exercised in attempting to apply the holding of any case to any other evaluation system unless the statutory or policy basis is comparable.

I. THE LEGAL ARENA

Experience suggests that employees often sue their public employers if they perceive that they have been treated unfairly. Another common cause of employee suits is that the employee perceives that the employer has somehow deprived the individual of the opportunity to preserve his or her personal dignity. Other reasons for employee suits include the influences of politics, unions and friends, and some school board taking the bold step of adopting a new policy based on a legally untested concept.

To state with certainty how judges view civil rights cases would require clairvoyance; however, it is safe to state that a common thread running throughout civil rights decisions is that judges and juries alike view cases based upon concepts of fundamental fairness and reasonableness. The controlling question asked by judges and jurors is whether the employee was treated like the judge or juror would expect to be treated if he or she were placed in the same or similar circumstances. The outcome of a civil rights case many times is reflective of the momentum that the winning side can muster in establishing the basis for a court or jury to answer the questions favorably. Much of the momentum in a case is generated by a party having supporters who are willing to testify in hearings and trials.

There is an increasing trend in school employee litigation for employees to allege that they were terminated for the exercise of first amendment rights of speech or association. A review of the cases reflects that an effective evaluation process can be one of the greatest deterrents to successful employee first amendment cases when used in

3. For an overall review of judicial decisions related to evaluation, *see* J. BECKHAM, LEGAL ASPECTS OF TEACHER EVALUATION, (NOLPE monograph 1981).

conjunction with a carefully crafted documentation system.[4] When there has been a systematic evaluation and documentation of performance with individuals being honestly rated and any problems identified, the chances of a school district or its administration being found guilty of first amendment violation are dramatically decreased.

The usual first amendment case involves a teacher whose performance has been evaluated by his or her supervisor over some time as acceptable. At the same time, the supervisor may have verbally told the employee about some performance problems, but the supervisor probably did not reduce them to writing.[5] This situation is often the result of the immediate supervisor not doing his or her job properly. The teacher then participates in an event such as a speech before the school board or becomes active in something like union activities. While this first amendment activity may be a true reflection of the employee's feelings, it may also be an effort by the employee to construct a shield to prevent termination. These activities by the teacher then cause the supervisor, someone from the school board, or the central office to focus specifically on the teacher's performance. This focus many times reflects that the teacher is performing poorly, and a series of events, including intensive documentation, then occur which lead to the termination of the teacher. After termination, the teacher files a lawsuit alleging that his or her speech (or associational activity) was a substantial or motivating factor in the school board's decision to terminate.

Without documentation of poor performance prior to the teacher participating in the protected speech activity, it is more difficult for a school district to establish that the termination was not in retaliation for the exercise of the employee's first amendment rights. It is, therefore, essential to honestly and fairly evaluate a teacher's performance initially and note any deficiencies prior to the teacher's exercise of his or her first amendment rights.

The primary purpose of an evaluation system is to help insure the existence of a quality teaching staff in order that the quality of education offered the school district's children can be maintained and enhanced. An evaluation system can also serve as a helpful administrative tool through which the principal can assimilate the teacher into an effective organizational structure. Furthermore, employers are also recognizing

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4. For a review of the practical aspects of documentation, *see* K. FRELS & T. COOPER, A DOCUMENTATION SYSTEM FOR TEACHER IMPROVEMENT OR TERMINATION (NOLPE Mini-Monograph Rev. Ed. 1984). Although documentation of what occurred is not absolutely essential to establishing what happened or what was said, written material prepared near the time of the incident is far superior to later testimony.

5. "'The horror of that moment,' the King went on, 'I shall never, never forget.' 'You will, though,' said the Queen, 'if you don't make a memorandum of it.'"—Through the Looking Glass.

that the quality of those in the applicant pool is not necessarily better than those currently employed, and the costs of recruiting new employees has soared as has the cost of training and assimilation.

Historically, if a teacher has not performed well or has not improved his or her performance to an acceptable level after evaluation and an opportunity to improve, the results of evaluation are also used to support a recommendation for termination. Evaluations are used in tenure decisions and to some degree in deciding which employees are to be released when a school district faces a reduction in force. Evaluations may be used in determining who should be promoted, including progress along career ladders, and in some salary determinations such as merit pay. When the evaluation process is used for purposes other than teacher improvement, the focus on its effectiveness and fairness becomes sharper, and its effectiveness and reliability becomes more of an issue. Furthermore, when the evaluation results have ramifications for all teachers, such as salary determinations, the evaluation system's potential to affect teacher morale increases.

II. Formulating the Assessment or Evaluation System

Most evaluation or assessment systems used by school districts are based on the educational and administrative needs of the district. Even though local needs and desires basically dictate the evaluation criteria, an increasing number of states now provide a basic statutory structure for evaluations. Invariably, when a statute has existed for some period of time, there will be court decisions that have interpreted it. Local needs, state law and judicial decisions must be taken into account by any school district in developing an evaluation policy.

In order for any evaluation system to be successful, it must be simple, and it must be understood by both the assessee and the assessor. Like any successful personnel procedure, the evaluation system must be founded on open communication between the teacher and his or her supervisor. The teacher should be continually informed of his or her status throughout the year and not just informed of deficiencies at the time summative or formal evaluations are performed. In other words, a teacher should be advised of any problems through a conference and appropriate memorandum when the problem is initially identified. If the supervisor is unable or unwilling to communicate freely and candidly with the teacher, no evaluation system can be successfully implemented. An evaluation system must have uniform application, and the teachers must be given notice of the consequences which could flow from anything less than a satisfactory assessment.

When a school district develops an assessment system without input from those to be assessed, the system is less likely to be accepted and successful. It is better to secure the input from the assessees, and to the extent possible, get the support of the teachrs, especially the capable ones, for the system. By giving the affected individuals input to the process, they are less likely to feel threatened and are more likely to perceive that they are being treated fairly.

A. Content of an Evaluation System and Policy

An evaluation or assessment policy should generally contain a statement of its purpose, a repeal of any prior policies and procedures, and a statement of how the policy will be applied. The policy should also identify the individuals to be assessed and the personnel who will be doing the assessing. The areas of a teacher's performance to be evaluated might also be defined, and a rating system can be developed. A rating system must have definition and meaning to all involved in the assessment process. An assessment policy might also provide timelines for assessment and the steps to be taken. A directive that plans for teacher improvement will be given to employees may be included in a policy. The actual mechanics of implementing the policy is usually left to the administration. Even the evaluation instrument itself can be made a part of school district policy, but it is inadvisable to do so because any minor altercation in the form would necessitate a policy change. The final part of the policy should provide for continued evaluation and a statement of the consequences that will flow from various ratings and from the emplovee's performance in any remediation process.

1. *A Statement of Purpose*

Through a statement of purpose, the district has an opportunity to set the tone of the evaluation system. The district must, of course, adopt its own statement of purpose. The "measurement" of teacher performance is an obvious overall goal or purpose of the evaluation process. The general use of that measurement should also, however, be enunciated in the statement of purpose. That is, how will the employee be affected by the evaluation system? Will the employee be required to undertake additional actions or work if the evaluation is not acceptable? Will the employee be subject to a freezing or salary reduction in pay, other financial penalties, demotion, or termination from employment if the evaluation is below a certain level? Likewise, will the employee receive greater compensation for excellent evaluations? Many cases have gone to court over the alleged lack of notice of the possible consequences of a wide variety of actions taken by government. It is

best to avoid the problem by directly stating how the evaluation process will be used. This can be set out generally in the statement of purpose with the specifics set out in later portions of the policy. A sample statement of purpose is included as Appendix 1.

2. *Repeal of Prior Policies and Procedures*

Evaluation practices have taken many forms in school districts. In some districts, evaluation is dealt with as a policy while in others it takes the form of an administrative guideline or procedure to implement policy. The basic statements of policy related to evaluation should be contained in the district's policy manual. Any administrative guidelines that are necessary to the implementation of the specific elements of the policy should be spelled out. The complete evaluation system ideally should be printed in a handbook which is distributed to all teachers. The policies adopted by the board of education, and any administrative guidelines promulgated should contain clauses that repeal all prior policies and guidelines. This will help avoid confusion about which policy applies, and it should provide a basis for excluding past administrative procedures and practices related to assessment. A sample repeal provision is included as Appendix 2.

3. *Procedural Aspects of the Policy and Employee Concerns*

While it is good to have both the general substantive and procedural aspects of the evaluation system set out in district policy, it must be remembered that the teachers will likely regard those procedures as sacrosanct. Therefore, a district should be careful in its drafting of policy. In making the necessary effort to create a positive environment with employees, care should be taken not to place provisions in the policy with which the school district is not prepared to live.

Once a procedure is included in the policy, employees will often argue that even a procedural provision establishes a property or contract right which is protected by the Constitution and that no negative job action can occur unless the procedures have been precisely followed. To help guard against the possible creation of a property right in the procedures of an evaluation, it is suggested that a policy statement be included which provides that unless a procedure of the policy has been maliciously misapplied, any misapplication or failure to follow a procedure will not shield a teacher from job action, including termination. A sample of such a provision is included as Appendix 3.

Many state and district policies provide that a teacher may submit complaints concerning the procedures used in the evaluation system to a formal grievance procedure. That is, the teacher may appeal misapplication of the procedures used in the process. If a district desires to include such a provision, it should be stated explicitly in the policy.

In many states and districts, the substantive content (ratings) of an evaluation and the growth improvement plan are not grievable or otherwise subject to review. In some states and districts, however, the content of an evaluation may be subject to the strictures of a formal grievance process. In yet other situations, the content of an evaluation may be subject to a less formal and less structured process such as a concerns procedure or review by a central district committee. Although probably not constitutionally required, some informal review of the content of evaluations might prove useful in demonstrating fair treatment and in the attainment of strong employee morale when an employee's evaluation will form the basis for merit pay or progress up a career ladder.[6]

4. *Personnel to be Assessed*

The personnel to be assessed should be designated in advance of the time for evaluation. If the personnel and financial resources of a district permit, every teacher should be assessed each year. On the other hand, some districts choose categories of employees for evaluation in a particular year. This can be accomplished by various methods including random rotation, the selection of teachers in certain grade and experience levels, or teachers newly assigned to buildings or to the district. The evaluation policy should, however, state that a supervisor designate any employee for evaluation at any time the supervisor might deem such action to be necessary.

When the persons to be evaluated have been determined, they should be notified and advised of how and when the evaluation will take place. Such advance notice is essential to the implementation of an effective and legally viable evaluation system.

5. *Personnel to do the Assessing*

One of the important decisions that must be made in crafting an evaluation system is to determine who will do the assessing. Normally the assessor is the principal or other immediate supervisor of the employee. So long as it is delineated in the policy and permitted by state law, virtually anyone in the school district who has the skills and

6. If performance evaluations are to be used in determining compensation (merit pay or stipends) or progress up a career ladder, it is advisable to condition the entitlement to the award of the compensation or step on the ladder on the attainment of certain performance standards rather than to provide the award or step automatically and take it away from the teacher for failing to attain certain performance standards. Making all teachers automatically entitled to an award may be construed as granting a property or contract right, and taking it away based on not attaining a certain performance standard may require proof of the correctness of the content of the evaluation and the application of procedural due process. Making the award or step contingent upon the achievement of certain performance standards is less likely to be construed as granting a property or contract right.

ability to assess can be placed in that role. Normally, however, this is limited to the principal, assistant principal, curriculum supervisor or central office staff. In an increasing number of districts, however, peer evaluation is gaining greater acceptance.

The number of assessors can vary from one to whatever number will accommodate the particular needs of the district and its personnel. Some school districts utilize a team approach to permit the addition of expertise in subject matter areas and to help avoid claims of bias on the part of the principal or other primary assessor.

More important than who will do the assessing is the ability of the assessors to perform that task. All assessors should be trained in assessment techniques and be thoroughly familiar with the assessment system, the instruments and their application in the school system. Depending upon the sophistication of the school district and the degree to which its evaluation system is developed, various methods of assessing the effectiveness of the assessors can be utilized. This quality control of assessment ranges from intensive training sessions to spot checks by those ultimately responsible for the success of the evaluation system.

6. *Defining the Areas to be Assessed*

Without doubt, the most critical issue in assessment is defining what is to be measured through the assessment process. Is it teacher competency and knowledge of subject matter or is it the performance of students in the teacher's class that will be measured? Certainly the professional characteristics of a teacher are important, but are those characteristics nearly as important as the ability of the teacher to get results from the students? The question many times turns into one of process versus product, with most districts choosing to evaluate the processes of education rather than the results as measured by student achievement. These are among the many questions which must be answered in determining what areas are to be examined.

The competencies upon which teachers will be judged must, of course, be tied to the objectives of the evaluation system and to the performance of duties based upon the objectives of the school district. Attached as Appendix 4 is a listing of certain competencies which might be used in assessing a teacher's performance. While these competencies are generally process oriented (as opposed to product oriented), they provide a good starting point for an evaluation system. Under each of the competencies is a further list of descriptive indicators of performance which can be used with numerical ratings to determine how the teacher's performance compares with a predetermined standard. Using such competencies and descriptive indicators along with a numerical rating system will do more than anything else, with the possible exception of intensive training of the assessors, to objectify an otherwise inherently subjective process.

The competencies which have been included are only a sample of the kinds of criteria which might be examined and evaluated. A district, in developing its criteria, should utilize those which it finds are educationally relevant to the determination of what is effective teaching. Teachers who have special assignments in addition to their teaching duties, e.g., coaches, yearbook, etc. may also be assessed on their performance in those assignments. There is no hard and fast legal rule which governs the competencies that can be considered. The criteria should, however, be those which the professional staff of the district is prepared to defend and justify. The district's attorney should be consulted to assure that no potentially discriminatory or otherwise illegal criteria are included.

There is an increasing emphasis on assessing the content areas of a teacher's performance and not simply the teacher's ability to follow certain procedures. While the ability of a teacher to follow procedures and to perform clerical and administrative tasks in a timely fashion are important, substantive results in teaching effectiveness are becoming significantly more important. As our technology develops and educators become more able to measure student learning and to attribute a student's achievement (or lack thereof) to a specific teacher, the emphasis will surely shift more toward evaluating teachers on student achievement.

After the areas to be assessed and the manner in which they are to be done have been determined, teachers must be given notice. This notice should be in writing through the development of a narrative to go with the evaluation documents which will eventually end up in the teachers' handbook or administrative guidelines. Notice should also be given orally at inservices and faculty meetings. It is essential to the success of the system that the teachers know what is to be measured and how that measurement is to be achieved.

7. *Timelines for Assessment and Steps to be Taken*

Policies or procedures should provide for specific dates or a range of dates when activities involving assessment are normally to occur. These provisions should also state who is responsible for taking each of the steps and how it is to be accomplished. Providing for these dates and steps is helpful to place the employees on notice of what is expected, but it should be recognized that when dates are stated the objectives must be met by those dates. A school district should not place dates in a policy which are unrealistic, and the dates should not become wooden absolutes which will prevent an incompetent teacher from being terminated simply because one step of the evaluation process was not completed by the specified date. (See Appendix 3).

The samples provided in this monograph contemplate two evaluations per year, one in the fall and one in the spring. If resources and time permit, experience has shown that two evaluations per year are more likely to achieve the best results.

8. *Conducting the Classroom Observation and the Evaluation Itself*

The process of effective evaluation does not begin when the assessor fills out the evaluation form itself. Rather, it is a process that requires ongoing attention and consideration. An evaluation of a teacher which reflects deficiencies in performance should be supported by specific incidents or observations. If such an evaluation is based on sketchy generalities with few specifics, it becomes more difficult to defend its conclusions, especially in the face of any claims of illegal or discriminatory treatment.

One of the cornerstones of a teacher's evaluation is the classroom observations which are made during the year. While it is not absolutely required that a teacher be observed in the classroom setting, it would be most difficult, if not impossible, to justify and defend an evaluation of a teacher's performance that did not include some classroom observation. The number of observations to be made and the times for those observations are sometimes set out in policy. Such policies generally provide for at least two observations per year of those teachers to be evaluated. The policy should also clearly allow the assessor to observe as many times as he or she feels is necessary. This is particularly important in those cases where a teacher's performance is below par. The policy's timeliness should be reasonably flexible and should take into account the demands made upon administrators' time.

The district should provide an observation form that sets out various aspects of a teacher's performance to be observed. A sample observation form which has been completed as a sample is included as Appendix 5. In the sample included, the areas of classroom performance to be observed have been taken directly from the competencies contained in Appendix 4. The numerical ratings of 1-5 (defined in Appendix 8, *infra.*) correspond to the descriptions of performance contained in Appendix 4. This form, or a similar one, can be used by the observer to guide and focus the observation.

One question that frequently arises is how long must the observation last? Does the observer need to be in the class for a whole period or will ten minutes suffice? While there is really no set amount of time which is appropriate for an observation, the actual observation should be of sufficient duration to adequately evaluate the teacher's performance. Ten minutes may be sufficient. In other cases, the whole period may be necessary. Generally, however, the observation should be a substantial period of time, and the longer the better.

When the assessor is observing the class, specific facts should be noted and recorded. Conclusions should not be drawn until after the observation is completed and a summary made. For example, it is better to state in observation notes that "Sally Jones and Mack Phillips were talking, but you did not notice them" rather than stating "your class was not paying attention." Some factual observations will, of course, also be conclusory in nature. If a teacher does not allow questions to be asked, that is both a fact and a conclusion. Generally, however, facts should be recorded as specifically as possible.

Once the classroom observation is made, the assessor should hold a conference with the teacher. The purpose of the conference is to point out strengths and weaknesses, receive input from the teacher, and give suggestions for improvement. Once again, the suggestions for improvement should be as specific as possible. The conference after a classroom observation is very important because it provides immediate input to the teacher and it helps eliminate any later claims by the teacher that he or she was not informed of problems and given a chance to improve. The teacher should always be given the opportunity to respond to the comments and observations made by the assessor. After the conference is held, the teacher should be provided with the completed classroom observation instrument. See Appendix 5. Occasionally, it may be necessary to send a follow up memorandum to those teachers who need significant improvement. If such a communication is sent, it should set out suggestions and specific directives to the teacher. Once again, the teacher should be allowed to respond in writing. If appropriate, timelines for completion of actions by the teacher (and by the assessor) should be included. An example of a specific directive memorandum written near the end of the school year is attached as Appendix 6.

Observations of performance for use in an evaluation do not all have to be of the formal kind described above. Many short, informal observations of a teacher's performance may be used as supplements in the evaluation process. For instance, some principals like to walk through their buildings on a regular basis simply to get a feel for what is going on in the school. The principal may stop by the door of a teacher's classroom for a minute or so. During that time, the principal can observe many things about a classroom. If the principal should, over time, see a troublesome pattern developing, the principal should discuss it with the teacher and supply the teacher with a memorandum concerning the discussion. The short observations can also be used to support what has been observed in the formal observations. In either instance, such observations may be an important part of the overall evaluation process.

When the time for the annual or semi-annual evaluation arrives, the assessor should review the classroom observations forms and any other

memoranda concerning the teacher's performance.[7] The evaluation should then be completed according to the standards prescribed by the district. It is generally more profitable to conference with the teacher and review the elements covered on the evaluation instrument to get the teacher's views before completing the form. Although this is the preferred practice, time limitations and other duties of the assessor may render this preevaluation conference impractical. A sample evaluation form which has been completed is included as Appendix 7. Once again, the criteria included in the evaluation are taken from Appendix 4. This method of constructing an evaluation form is but one way it can be done. Some districts may wish only to use the general categories. In such a case, the method should be described and the assessor needs to explain what specific performance trait(s) led to the general rating.

A most important part of the evaluation form is the narrative section. Too often, this section is merely glossed over with just a few passing observations. The narrative should be thoughtfully completed, especially in the case where a teacher may be recommended for a contract change or termination. The narrative can be used to evaluate the teacher's performance of special assignments if not specifically included in the evaluation instrument. For each general area in which deficient performance is noted, the narrative should explain why the deficiency exists. The assistance and prior directives which have been provided to the teacher should be recited or referenced in the evaluation instrument. Actions or inactions by the teacher should be included. The narrative should not only include negative observations, but should also candidly cite strengths or areas where the teacher has shown improvement. The assessor's conclusions should complete the narrative. If insufficient improvement has been made, that fact, along with an explanation, should be stated. Finally, if appropriate, the assessor's recommendation concerning employment can be included.

The assessor's conclusions should be based solely upon the teacher's performance. As noted previously, all teachers should be treated the same. If a recommendation to terminate is made because the teacher is often late to school and fails to turn in lesson plans on time, other teachers must be treated in the same manner or the principal or other administrator must be prepared to explain why the teachers are treated differently. That is precisely why complete and thoughtful evaluations are important.

If a decision is made to retain a teacher who has received a poor evaluation (for whatever reason—the teacher shows potential, etc.), a growth or improvement plan or another memorandum should also be

7. *See*, supra note 4.

used to set out specific directives and requirements for improvement. It should be made clear to the teacher that the failure to meet the requirements and/or directives could result in a recommendation for termination of employment. See Section 11, *infra*, and Appendix 6.

9. *Explanation of Ratings and Instruments to be Used*

Most evaluation systems use some form of rating to measure performance. Normally the rating involves the use of two to five numbers or categories which provide a checklist for the assessor and the teacher. There is no magic to any numerical system so long as the meaning of the numerical rating is clearly understood. If termination or other job action could result from a negative rating in a particular competency category, the teachers should be put on notice of that possibility at the beginning of the assessment process.

Appendix 8 is a sample explanation of the ratings which might be used in a system. Not all competency categories are of equal importance in assessing effective performance, so some designation or grouping of categories might be developed. Some districts give different weights to various competency areas based on their perceived significance or weight to overall performance. If all competencies are treated alike (the more important and the less important), a teacher who is successful in nine of ten areas may argue that his or her overall evaluation is acceptable. Conversely, a district's administration may take the position that an unsuccessful rating on one significant competency should result in termination or other job action. When competencies are grouped and given equal weight, teachers should be advised in advance that an unacceptable rating in one or more of the categories could result in adverse action. If a weighting system is used, the teachers should likewise be advised of which proficiencies or areas will be weighted more heavily in the overall evaluation and how the calculations will be made. Whatever is finally utilized, the use of ratings and their consequences should be explained in advance to all parties to the evaluation process. Although the specimens attached as appendices do not utilize a weighted approach, that is not to imply that a weighted approach is not desirable.

While administratively it might be desirable for all of the major competency areas to be reduced to a checklist, that is simply not always possible. Each assessment instrument should include a narrative section to permit the assessor to summarize general observations and to pinpoint those areas which are not susceptible to evaluation under the checklist approach and to discuss performance generally. Without an opportunity to provide a narrative summary, an evaluation document is simply not complete.

10. *Remediation—Growth Improvement Plan or Directives*

As previously noted, weaknesses which need to be corrected or remedied should be identified in the evaluation. For weaknesses which require remediation over a period of time, e.g., use of correct verb tenses or classroom discipline techniques, it is customary to develop a growth plan or remediation program which sets out a series of activities for improvement. A sample growth plan is set out in Appendix 8. If the assessment reveals noncompliance with policies or guidelines or weaknesses which can be corrected immediately, e.g., turning in lesson plans and following them or following the district's corporal punishment policy, the teacher can be given specific directives. These directives may be given on the summary portion of the assessment document or in a specific directive memorandum such as Appendix 6.

If, however, the evaluation identifies a dehabilitating weakness which either cannot be remediated over a reasonable period of time, or is so severe that the students under the tutelage of the teacher would be harmed, immediate termination might be considered if permitted by state law and board policy. Alternatively and if permitted by state law and board policy, consideration might be given to placing the teacher on leave to provide an opportunity for growth to an acceptable level prior to returning to active duty.

Various resources are available in most districts to assist teachers in improving their performances. These range from reviewing curriculum guides to participating in college courses or courses offered by the school district or by cooperatives of school districts. There is always the option of having the teacher observe or be assisted by a department head, a master teacher, or a teacher who has proven to be a fine teacher and a good example. A developing practice made possible by our technological advances is the videotaping of the teacher in the classroom. This videotape can then be reviewed with the teacher to point out weaknesses and strengths and give the teacher a plan for improvement.

One question always asked is how long this remediation period should or must last? There are cases interpreting some state statutes which hold that a reasonable period of time be given from the identification of the deficiency until the teacher should be expected to remedy the deficiency. It appears that the remediation time required will depend upon the circumstances applied within the context of the laws and policies of each jurisdiction. A significant problem cannot be remedied overnight while an insignificant one should be resolved quickly. The remediation period should be long enough to reasonably permit remediation, and enough assistance should be given so a reasonable person would feel that the teacher has been given an adequate opportunity to attain an acceptable performance level. The

remediation time must also be conditioned upon the needs of the students in relationship to the teacher's potential to attain the desired level of performance.

11. *Reassessment and Consequences*

After the teacher has had an opportunity to improve, the teacher should be reassessed to determine whether an acceptable level of performance has been achieved. Generally, the same procedures used to conduct the initial assessment are used in the reassessment process.

When a teacher has been reassessed and an acceptable level of performance has not been achieved, a decision must be made of what action, if any, should be taken. These include placing the teacher on a further growth plan, giving specific directives concerning future performance, or termination. All deficiencies demonstrated by the teacher should be included in the assessment document, and the teacher should be given notice of the consequences of a future poor assessment. If a teacher is to be terminated based on the results of the evaluation process, it normally would be for three primary reasons, refusal to comply with official directives, failure to achieve professional growth as directed, or in some cases, basic incompetence.

III. Summary and Conclusion

A successful evaluation system is usually based on an understanding of its purpose and application by the assessors and assessees alike. The involvement of those who will be assessed in the system's development is highly desirable, if not essential, to the achievement of that objective. All who will be subject to the process should be given adequate notice and receive instruction on how the provisions of the process will be applied. An effective system of evaluation also requires the setting of standards and expectations at the beginning of a school year with the principal following through with the implementation of those standards and evaluation. Those who will be responsible for the assessing must be trained and qualified to do so. It is essential that teachers feel they are being treated fairly (not necessarily that they like the results) for a system to be successful.

The evaluation documents should identify the areas of performance which will be judged, and those areas should be objectified as much as possible. Assessments should be made which realistically reflect the teacher's performance. Tendencies to give better ratings than are deserved in an effort to motivate or improve performance should be

avoided. It is simple to give a higher rating as the teacher's performance improves, but it is difficult to lower a rating once a higher level of expectation is established. Consistency in the application of the evaluation criteria is important.

Once a deficiency has been identified, it does not become stale if it remains unremedied. However, it is important to bring these unremedied deficiencies forward each year and in each assessment instrument. If a long-time deficiency is missing from any assessment instrument, it may be considered remedied. The narrative portion of any instrument can be used to accomplish this goal if the checklist does not lend itself to sufficient explanation.

Any evaluation system will be judged by its effectiveness in achieving its overall objectives; providing quality instruction for the students through teacher performance. How the teacher perceives the system in terms of fairness will greatly influence its effectiveness.

By following the principles outlined in this monograph, it is believed that an effective evaluation system can be developed and implemented. The specimen forms included as appendices are fairly comprehensive and are intended to provide ideas for the development of forms to meet the specific needs of individual districts. Like all ideas for working with personnel, a system such as the one examined here is not fail-safe. It must be implemented by humans, and it is subject to inaction and error. In the implementation of the system, the principal and other assessors should be guided by the standard of treating the teacher as the principal would expect to be treated if he or she were in the teacher's position and by establishing a climate where, no matter how adverse the results, the teacher has the opportunity to maintain his or her personal dignity.

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APPENDIX 1

Introduction (Goal)

The evaluation of the District's professional staff is an essential component for improving performance which will upgrade the quality of education offered students. The purposes of performance assessment are to measure performance, to provide for the improvement of instruction, to measure adherence to standards, to direct professional growth, and to provide a basis for employment decisions. The District will utilize the evaluation process in making employment decisions as set out in this policy. This evaluation system provides a means to identify areas of strengths and weaknesses in employee performance, improve communication, develop priorities for improvements, and provide assistance when needed. Continual professional growth of employees in order to provide a quality educational program for the District's students is the ultimate goal of this evaluation process.

APPENDIX 2

Repeal of Prior Policies and Procedures

The adoption of this program supersedes and replaces all prior policies, procedures, guidelines and handbooks on teacher evaluation, and the adoption repeals any such policies, procedures, guidelines and handbooks which are related to teacher evaluation.

APPENDIX 3

Application of the Evaluation Program to Contract Changes

All aspects of this evaluation program are to be applied consistently and fairly to all teachers. Although this program is designed to encourage and assist teachers to perform at a satisfactory level, recommendations may be made by the assessor that changes in contract status be made (i.e., termination or the return of tenured teachers to probationary status.) The evaluation process does not create any property right or expectancy of continued employment in addition to that set out in the teachers' contracts. Should a teacher feel that a procedure associated with the evaluation program has been misapplied to the teacher, a grievance may be filed under the district's formal grievance policy. Unless an assessor acts in bad faith or maliciously with respect to the application of a procedure associated with this evaluation process, a misapplication of a procedure, or a failure to apply a procedure or adhere to a prescribed timeline shall not be any impediment to or prevent the Board from changing a teacher's contract status under the terms of the employment contracts and state laws. The content of the evaluation, the ratings given, and any growth improvement plan are not grievable under the District's formal grievance process.

APPENDIX 4

Teacher Competencies

Adapted from Shirley A. Johnson, "Assessing the Effects of Instructional Supervision Training on Principals," unpublished doctoral dissertation, University of Houston, 1982 and the Houston Independent School District's *Quality Assurance Program: Teachers*, Houston, Texas, 1984. Special assistance in its preparation was given by Dr. Martha Wong, Administrator, Employee Development, Houston Independent School District. These competencies are for teachers. Competencies for counselors, nurses, principals, assistant principals and central office administrators should be developed based upon job descriptions and job expectations. (*See* Appendix 8 for explanation of ratings 1-5.)

I. Instructional Proficiencies (Classroom Observation)

A. Uses Instructional Time Effectively

1. *Follows lesson based on district curriculum and objectives*
   - 1 Does not follow lesson plans based on district curriculum and objectives; students' work does not reflect stated plans
   - 2 Ineffectively follows lesson plans based on district curriculum; students' work seldom reflects stated plans
   - 3 Follows lesson plans based on district curriculum; students' work frequently reflects stated plans
   - 4 Follows lesson plans based on district curriculum; marks completed items on plans so that anyone can tell what has been taught; students' work reflects plans as written
   - 5 Follows lesson plans based on district curriculum; plans reflect students' needs; paces instruction to meet students' needs and curriculum objectives, as shown in plans

2. *Focuses students' attention*
   - 1 Does not attempt to focus (engage) students' attention at the beginning of the lesson; prefaces lesson with insufficient focusing remarks; misjudges students' needs for focusing
   - 2 Attempts to focus students' attention, remarks are trite and unrelated to the lesson's objectives
   - 3 Focuses students' attention
   - 4 Focuses students' attention effectively; relates remarks to lesson's objectives
   - 5 Focuses attention in an interesting, motivating way; uses unique questions, remarks, or activities to gain attention; keeps students' interest level high

3. *Communicates objective, purpose*
   - 1 Does not state objective and purpose; is unable to justify instructional input to students
   - 2 Is vague in stating objective and/or purpose; appears to be unsure of lesson's objective and purpose
   - 3 Satisfactorily states an objective and purpose; able to justify instructional input to students
   - 4 States a definite objective and purpose for the instruction; relates objective and purpose to instructional input; convincingly relates both to instructional input
   - 5 States a clearly achievable objective and reasonable purpose for the instruction; clearly and convincingly relates both to instructional input

4. *Relates all information*
   - 1 Does not relate instructional input of the lesson to the objective(s)
   - 2 Gives some instruction related to objective(s); occasionally confuses students by giving too much instructional input (data, facts); sometimes confuses students by giving input irrelevant to objective
   - 3 Gives related instructional input for students to achieve the objective of the lesson

4 All instructional input helps students to achieve the objective of the lesson
5 Gives concise, interesting instructional input that clearly aids students in the achivement of the objective; relates input to specific and overall educational objectives

5. *Uses Modeling*
   1 Does not use models to illustrate the lesson; uses incorrect modeling or incomplete modeling
   2 Uses insufficient modeling, uses irrelevant examples unrelated to the lesson; does not clearly relate modeling to overall objective(s) of the lesson.
   3 Uses modeling to aid in achievement of stated objectives
   4 Uses good modeling techniques to help students understand and imitate correct learning behaviors; clearly relates modeling to overall objective of the instruction
   5 Uses effective, interesting modeling designed to help students achieve the objective(s) of the instruction; clearly relates modeling to overall objective
6. *Monitors students' comprehension and adjusts methods before introducing new material*
   1 Does not monitor students' comprehension; does not adjust input before starting new material
   2 Uses ineffective techniques for monitoring and adjusting
   3 Sufficiently monitors students' comprehension and adjusts methods
   4 Uses sufficient monitoring; adjusts plans and methods to meet students' needs
   5 Varies monitoring strategies; is aware of individual student's needs and adjusts methods and plans whenever necessary
7. *Provides guided practice*
   1 Does not provide guided practice or allows little time for practice; is unavailable to students
   2 Provides guided practice which is not clearly related to the objective; attempts guided practice
   3 Provides adequate guided practice related to the objective
   4 Provides appropriate guided practice for all students to achieve the objective
   5 Provides students with unique, effective practice so they achieve the objective

B. Motivates Students Successfully
1. *Relates learning to students' interests*
   1 Does not relate activities to students' interests
   2 Relates few activities to students' interests
   3 Relates activities to students' interests; stimulates students
   4 Specifically designs activities related to the interests of most students
   5 Designs activities that reflect students' specific interests; uses individuals' interests in activities
2. *Offers varied learning activities*
   1 Does not vary learning activities
   2 Uses insufficient activities during the lesson
   3 Uses more than one activity in a lesson
   4 Provides several different types of activities that engage the majority of students
   5 Uses a wide variety of activities; maintains high student interest level
3. *Makes involvement part of learning*
   1 Does not make student involvement part of the learning
   2 Involves only a few students; the majority of the students are passive or involved in other tasks
   3 Involves a majority of students in the activity

4 Sustains the involvement of a majority of students in the activity
5 Involves all students in the learning activity; students appear eager to continue

4. *Increases or decreases level of concern*
   1 Makes no attempt to alter level of concern when needed, or uses incorrect level of concern
   2 Drastically alters level of concern, or does not adjust level of concern as needed
   3 Adjusts level of concern as needed
   4 Effectively adjusts level of concern so that students work hard without being frustrated
   5 Adjusts level of concern to meet students' needs; builds productive concern about learning
5. *Uses pleasant feeling tone*
   1 Fails to adjust feeling tone to situation, or uses neutral tone
   2 Uses pleasant tone inappropriately; overuses negative tones; lacks commitment, excitement
   3 Adjust pleasant and negative tones appropriately
   4 Exhibits appropriate feeling tones and achieves desired results
   5 Blends effective feeling tones for a productive, positive atmosphere
6. *Provides knowledge of results*
   1 Provides no feedback
   2 Provides inappropriate feedback; provides harsh criticism or meaningless feedback
   3 Provides appropriate feedback throughout the lesson
   4 Provides specific feedback; provides constructive criticism
   5 Provides immediate and consistent feedback; provides constructive criticism that motivates students to try harder
7. *Sets tasks for students' success*
   1 Does not plan tasks so that students can succeed
   2 Provides some activities that are too hard; or provides activities too easy
   3 Provides appropriate activities or questions that lead to success for most students
   4 Builds elements of success in questions and activities
   5 Expects students to complete activities successfully; designs all tasks for students' success
8. *Sets tasks at correct level difficulty*
   1 Does not attempt to set tasks at correct level of difficulty
   2 Sets tasks that are too easy or too difficult
   3 Provides assignments that are at appropriate level of difficulty
   4 Plans assignments so that tasks are subdivided into sequenced subtasks as needed for skill development
   5 Consistently sets tasks at level of difficulty which encourages students to exceed expectations
9. *Supplies prompts*
   1 Does not attempt to supply prompts
   2 Does not recognize when students need prompts; supplies few prompts
   3 Recognizes when students need prompts and usually correctly prompts for students' success
   4 Supplies correct prompts so that students can complete work successfully
   5 Immediately recognizes when students need assistance and supplies the proper prompts to students' answers, helping them to succeed

C. Increases Productive Student Behavior

1. *Praises students for appropriate behavior*
   1 Does not use reinforcement
   2 Chooses an inappropriate reinforcer for the group/student
   3 Uses general reinforcers

4 Varies reinforcers used within the lesson
5 Uses appropriate reinforcer for each student

2. *Informs students of progress*
   1 Seems insincere; praises poor work, or does not praise good work
   2 Provides insufficient reinforcement
   3 Reinforces completion of tasks
   4 Recognizes progress even though work is imperfect; gives sufficient reinforcement
   5 Provides effective, positive reinforcement for productive behavior; makes sure all students understand their own progress
3. *Varies praise words*
   1 Uses no praise words
   2 Uses the same praise word throughout the lesson
   3 Uses a few different praise words appropriately
   4 Uses a variety of praise words appropriately
   5 Uses many different praise words and behaviors; uses varied, appropriate methods of praise
4. *Reinforces negatively inappropriate behaviors*
   1 Confuses negative reinforcements with punishment; positively reinforces inappropriate behaviors
   2 Does not identify unacceptable behavior; overuses or underuses negative reinforcement
   3 Identifies unacceptable behavior; uses negative reinforcement appropriately
   4 Identifies unacceptable behavior; explains proper behavior; uses negative reinforcement appropriately
   5 Provides effective balance of negative reinforcers for inappropriate behavior with clearly stated behavioral expectations
5. *Follows negative with positive reinforcers*
   1 Never follows negative reinforcers with positive reinforcers
   2 Sometimes attempts to follow negative reinforcers with positive reinforcers
   3 Often follows negative reinforcers with positive reinforcers when appropriate
   4 Consistently uses a positive reinforcer soon after a negative reinforcer when appropriate
   5 Effectively uses a positive reinforcer soon after a negative reinforcer when appropriate so that students' inappropriate behaviors change to productive behaviors
6. *Ignores attention-getting behavior*
   1 Does not attempt extinction; pays attention to the smallest distractions
   2 Attempts extinction but uses facial expressions that contradict extinction
   3 Uses extinction techniques adequately; ignores behaviors that are attention-getting
   4 Consistently uses extinction techniques adequately; ignores behaviors that are attention-getting
   5 Always refrains from making visible or audible response to attention-getting behavior; is successful in use of extinction
7. *Is specific when reinforcing a behavior*
   1 Fails to reinforce behavior
   2 Reinforces in general terms so that students are unaware of expected behaviors
   3 Usually mentions the specific desired behavior; reinforces in specific terms
   4 Consistently reinforces the desired behavior, using specific language and/or cues
   5 Always mentions the specific behavior being reinforced; uses specific language and/or cues effectively
8. *Uses appropriate reinforcement schedule*

1 Does not use an appropriate reinforcement schedule
2 Provides schedule for one kind of reinforcer only
3 Usually provides appropriate reinforcement schedule to increase productive behavior
4 Consistently provides appropriate schedule for reinforcing and maintaining productive behaviors
5 Always provides effective schedule for reinforcing and maintaining productive behaviors

D. Demonstrates Proficiency in Subject Area

1. *Demonstrates sound knowledge of subject area in lessons*
   1 Demonstrates very limited knowledge of subject area in lessons; gives some misinformation
   2 Demonstrates limited knowledge of subject; uses information in instructional materials inappropriately causing students to become confused
   3 Demonstrates adequate knowledge of subject in lessons and uses information in instructional materials appropriately
   4 Demonstrates broad knowledge of subject area so that students acquire a basic understanding of subject
   5 Clearly articulates a sound knowledge of information so that students learn subject matter effectively
2. *Responds knowledgeably to students' questions on subjects*
   1 Cannot answer students' questions on basic facts or concepts
   2 Frequently cannot answer students' questions on basic facts or concepts
   3 Answers correctly students' questions on basic facts of concepts; admits any lack of knowledge and remedies it
   4 Consistently responds to students' questions correctly
   5 Responds with depth of knowledge to questions; answers lead to enhanced learning

E. Demonstrates Proficiencies in Oral/Written Language

1. *Pronounces words correctly*
   1 Pronounces words poorly, causing students to become confused
   2 Pronounces words indistinctly; occasionally pronounces words incorrectly
   3 Usually pronounces words correctly
   4 Consistently pronounces words distinctly, carefully and correctly
   5 Always pronounces words distinctly, carefully, and correctly; assists and provides a good model for students
2. *Uses grammatically correct English*
   1 Speaks English at substandard level so that others cannot understand communications and become confused
   2 Frequently makes errors in spoken English
   3 Usually uses standard grammar in spoken English
   4 Consistently uses standard, correct grammar in spoken English
   5 Communicates effectively and persuasively so that others understand and respond favorably
3. *Uses rules of spelling, punctuation and grammar in all written materials; writes legibly*
   1 Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly
   2 Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly
   3 Writes satisfactorily; seldom makes errors in spelling, punctuation and/or grammar; rarely writes illegibly
   4 Consistently uses rules of spelling, punctuation, and grammar correctly in all written materials; consistently writes legibly
   5 Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly

II. Management System and Professional Characteristics

A. Demonstrates Adherence to Established Timelines and Procedures

1. *Records daily attendance and sends to office*
   1 Attendance often not recorded and must be called for from the office
   2 Attendance haphazardly recorded and not always submitted on time
   3 Records daily attendance and sends to office
   4 Daily attendance correctly submitted and sent in on time
   5 Attendance always correct and submitted on time
2. *Maintains accurate grade book with names and pertinent data*
   1 Maintains a messy, inaccurate grade book; much pertinent data is missing
   2 Maintains a grade book with names present but data is messy; some pertinent data missing
   3 Maintains a grade book with names present, data neat, and other pertinent data recorded
   4 Consistently maintains a grade book with names present, data neat, attendance and other pertinent data recorded
   5 Always maintains a grade book with names present, data neatly and completely written, extra data also recorded
3. *Uses standard English and proper punctuation in all written communications*
   1 Writes communications (memoranda, notes to parents, etc.) which are grammatically incorrect
   2 Writes communications (memoranda, notes to parents, etc.) which are verbose, incomplete or unclear; writes so that others are confused
   3 Writes communications (memoranda, notes to parents, etc.) clearly and in correct grammatical form
   4 Consistently writes communications (memoranda, notes to parents, etc.) clearly; uses proper grammar and standard English
   5 Always writes communications (memoranda, notes to parents, etc.) effectively and clearly; uses proper grammar and standard English
4. *Completes reports of grades accurately and on time*
   1 Files inaccurate and/or incomplete reports; files grade reports late
   2 Frequently files inaccurate and/or incomplete reports; frequently files grade reports late
   3 Files accurate and complete reports on time
   4 Consistently files accurate, complete reports on time
   5 Always files accurate, complete reports on time or in advance of timeline
5. *Completes lesson plans on time; follows district curriculum in lesson plans*
   1 Rarely completes lesson plans on time; rarely follows district curriculum
   2 Inconsistently completes lesson plans on time; inconsistently follows district curriculum
   3 Completes adequate plans following district curriculum
   4 Consistently completes adequate lesson plans on time; follows district curriculum
   5 Always completes lesson plans on time; follows district curriculum in a creative manner
6. *Follows building procedures for use of text materials, audio-visual equipment, etc.*
   1 Loses or damages materials; rarely handles materials according to building procedures
   2 Inconsistently handles materials according to building procedures
   3 Handles all materials according to building procedures
   4 Consistently handles all materials according to building procedures and maintains materials carefully

5 Always handles all materials according to building procedures and maintains materials carefully; pays attention to time guidelines when ordering and returning materials

7. *Complies with building rules, regulations and directives*
   1 Rarely follows rules and continues to break rules after being corrected
   2 Inconsistently follows rules; or does not comply with rules unless specifically instructed
   3 Follows rules, regulations and directives
   4 Consistently follows all policies and procedures
   5 Always follows rules and helps set standards through positive examples
8. *Follows district policies and procedures*
   1 Rarely follows policies and procedures even after being corrected
   2 Inconsistently follows policies/procedures and must be reminded to follow them
   3 Follows policies and procedures
   4 Consistently follows all policies and procedures
   5 Always follows policies and procedures and sets standards through positive examples
9. *Meets district attendance policy*
   1 Abuses policy by excessive absences
   2 Requires improvement in attendance; sometimes abuses policy by unnecessary absences
   3 Meets district attendance policy
   4 Meets district attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences
   5 Has exemplary attendance

B. Appropriately Conducts Student Assessment

1. *Follows rules for test administration*
   1 Must readminister tests due to poor administration; ignores rules
   2 Follows most testing rules but causes some problems by not adhering to all rules
   3 Follows testing rules as specified
   4 Knows and follows testing rules; plans instruction based on test results
   5 Knows and follows testing rules; plans instruction based on test results; monitors for test irregularities
2. *Designs tests to measure what is taught*
   1 Does not design tests to measure material covered
   2 Measures material covered plus other topics not covered
   3 Designs tests that reflect subject and skills taught
   4 Designs tests that reflect subject and skills taught; test format is clear and logical
   5 Designs tests that reflect subject and skills taught; revises tests as necessary; test format is clear and logical
3. *Administers tests frequently enough*
   1 Administers insufficient number of tests per grading period
   2 Administers tests infrequently; does not assess students' progress often enough
   3 Administers adequate number of tests to reflect students' progress
   4 Administers tests often enough to reflect students' progress well
   5 Administers tests often enough to record students' progress and project students' needs
4. *Writes tests clearly*
   1 Writes tests so that students ask questions about test items or procedures
   2 Writes tests so that students question several items and procedures
   3 Writes tests so that students can understand items and procedures with brief oral instructions and/or clarifications
   4 Writes tests so that students can understand items and procedures with few instructions and only minor clarifications

5 Writes tests so that students can take any test with few oral instructions and only minor clarifications

5. *Refers students for appropriate alternative education programs*
   1 Fails to appropriately refer students
   2 Sometimes fails to appropriately refer students; forms are not complete
   3 Appropriately refers students; forms are complete
   4 Consistently and appropriately refers students; all forms are complete
   5 Always refers students appropriately; completes forms accurately; demonstrates continued interest in referred students by following up with involved personnel
6. *Requires optimum performance from each student, indicated by students' work*
   1 Accepts low quality work from students; majority of students' work is messy, unfinished and of poor quality
   2 Accepts inconsistent quality of work from students; some students' work is of good quality; some does not meet district standards
   3 Requires good quality of work from students; students' work is usually of good quality and follows district format
   4 Requires good quality of work from students; students' work is consistently of good quality and follows district format
   5 Requires high quality of work from students; each student's work is of excellent quality for that student; overall class work is superior and follows district format
7. *Follows district curriculum as indicated by students' products*
   1 Does not follow district curriculum guidelines as indicated in assignments; few students' products reflect curriculum guidelines
   2 Follows some district curriculum guidelines; some students' products reflect curriculum guidelines
   3 Follows district curriculum guidelines; a majority of students' products reflect curriculum guidelines
   4 Follows district curriculum guidelines; students' products reflect curriculum guidelines
   5 Follows district curriculum guidelines; students' products consistently reflect curriculum guidelines and timelines; products are of excellent quality

C. Encourages Parent Involvement

1. *Handles contacts with parents in a manner consistent with district policies*
   1 Handles contacts with parents in ways that frequently conflict with district policies so that parents register complaints
   2 Handles contacts with parents in ways that occasionally cause conflicts or problems
   3 Handles contacts with parents following district policies
   4 Promotes positive parental contacts
   5 Handles contacts with parents in a manner that reflects well on district
2. *Maintains confidentiality about pupils and their families*
   1 Misuses information so that others are harmed
   2 Gives information to inappropriate persons
   3 Gives information to appropriate persons only
   4 Handles information according to policies and procedures
   5 Handles information in a discreet manner, with proper authorities, so that no one is harmed; adheres to district policies and procedures
3. *Meets with parents for fail-safe and other conferences*
   1 Does not meet with parents unless forced to by the principal
   2 Seldom meets with parents and fails to follow through when appropriate
   3 Meets with parents and fails to follow through when appropriate
   4 Contacts and meets with parents at own initiative
   5 Contacts and meets with parents when situation dictates a need; sufficiently prepares for meeting; directs meeting for productive outcome

D. Demonstrates Positive Interpersonal Relationships with Staff and Students

1. *Cooperates with faculty*
   1 Does not cooperate with other staff members
   2 Agrees to cooperate but frequently does not
   3 Cooperates with other staff members
   4 Cooperates consistently with other staff members
   5 Initiates projects with other staff members
2. *Exhibits overall positive approach*
   1 Exhibits negative and/or unprofessional attitude
   2 Frequently exhibits a negative and critical attitude
   3 Exhibits positive attitude
   4 Consistently exhibits a professional attitude
   5 Always exhibits a professional, positive attitude
3. *Demonstrates self-control*
   1 Frequently loses self-control so that others do not know how to respond
   2 Behaves in a manner that reflects badly on the district
   3 Maintains a controlled manner
   4 Consistently maintains a controlled manner
   5 Maintains a controlled manner even in crises or stressful situations
4. *Encourages students to be self-disciplined*
   1 Does not set appropriate standards; students behave as they desire
   2 Does not enforce appropriate standards; students do not know what is expected
   3 Sets, communicates and enforces appropriate standards and encourages self-discipline
   4 Sets, communicates, and enforces appropriate standards and encourages self-discipline; uses positive reinforcement majority of the time
   5 Positively reinforces good behaviors and sets appropriate standards so that students do what is expected
5. *Promotes positive self-image in students*
   1 Interacts with students in a manner so that students display embarassment, shame, or negative responses
   2 Reinforces inconsistently
   3 Consistently reinforces students appropriately through various means
   4 Consistently reinforces students so that students feel good about themselves
   5 Reinforces students so that students feel good about themselves and develop more self-confidence
6. *Treats students in a consistent and empathetic manner*
   1 Frequently mistreats students by failing to be consistent and empathetic
   2 Sometimes mistreats students by failing to be consistent and empathetic
   3 Treats students in a consistent and empathetic manner
   4 Treats students in a consistent and empatahetic manner; many students feel free to approach the teacher
   5 Always treats students in a consistent and empathetic manner so that students feel free to approach the teacher
7. *Assumes responsibility for overall discipline*
   1 Rarely disciplines students
   2 Inconsistently disciplines students
   3 Disciplines students appropriately in and out of classroom
   4 Consistently disciplines students appropriately in and out of classroom
   5 Disciplines students effectively by initiating preventive measures
8. *Practices good human relations*
   1 Does not recognize the needs and concerns of others; actions and remarks contribute negatively to situations
   2 Recognizes the needs and concerns of others but deals with others in a tactless, ineffective manner

3 Perceives the needs and concerns of others and tactfully deals with people a majority of the time
4 Perceives the needs and concerns of others and tactfully deals with people
5 Perceives the needs and concerns of others; tactfully and effectively deals with people; takes steps to prevent the development of negative situations

9. *Is Punctual*
1 Rarely arrives on time; is excessively late
2 Inconsistently arrives on time
3 Usually arrives on time
4 Consistently arrives on time
5 Always arrives on time; often arrives early

10. *Demonstrates concern for safety*
1 Does not follow safety and security rules
2 Rarely follows safety and security rules
3 Follows safety and security rules
4 Consistently follows safety and security rules
5 Follows safety rules; plans for and takes the initiative to provide for students' security

E. Creates Appropriate Learning Environment

1. *Maintains good housekeeping procedures in classroom*
1 Room is messy and cluttered; trash is on the floor
2 Sometimes room is messy and cluttered
3 Room is usually clean and neat; floor is usually uncluttered
4 Room is consistently clean and neat; floor is uncluttered
5 Room is neat and clean; floor is uncluttered; students follow procedures to keep a neat classroom

2. *Maintains appropriate boards*
1 Bulletin boards, centers and displays rarely used
2 Bulletin boards, centers and displays are incomplete and inappropriate
3 Bulletin boards, centers and displays are complete
4 Bulletin boards, centers and displays are attractive and timely
5 Bulletin boards, centers and displays are attractive, timely and creative

3. *Maintains orderly book shelves and storage areas*
1 Maintains messy shelves and storage areas; items are out of order so that no one can find materials
2 Maintains messy shelves and storage areas
3 Shelves and storage areas are usually neat and orderly
4 Shelves and storage areas are consistently neat and orderly
5 Shelves and storage areas are neat and orderly, so that anyone can find necessary materials

III. Student Academic Growth

A. Promotes Students' Academic Achievement Set by the District

1. *Accreditation objective status rating*
1 Student growth for class continues to fall below accreditation achievement objective
2 Student growth for class does not meet accreditation achievement objective
3 Student growth for class meets and accreditation achievement objective
4 Student growth for class exceeds accreditation achievement objective
5 Student growth for class substantially exceeds accreditation achievement objective

IV. Additional Assignments

(Competencies may be developed for those with assignments in addition to classroom teaching, e.g., coaches, yearbook, etc.)

APPENDIX 5

Sample Completed Classroom Observation Instrument

Name Edna Educator School Getz High

Grade/Subject 11th Grade-U.S. History

Lesson Plan Available Yes X No__ No. Pupils Present 28

Observer I. M. Splendid

Time In 10:00 Time Out 10:50 Observation Date 2/2/84

N/O = Not Observed* N/A = Not Appropriate*

I. Instructional Proficiencies Observed

A. Uses Instructional Time Effectively

1. Follows prepared lesson plans based on district curriculum and objectives — N/O N/A 1 (2) 3 4 5
2. Focuses the students' attention at the beginning of the lesson (focus or set)—starts lessons immediately — N/O N/A 1 2 (3) 4 5
3. Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose) — N/O N/A 1 2 (3) 4 5
4. Relates all information to the stated objective(s) (instructional input) — N/O N/A 1 2 (3) 4 5
5. Uses models or illustrates what students are to learn (modeling) — N/O N/A 1 (2) 3 4 5
6. Checks to find out if the students comprehend the essential information before moving to something new in the lesson (monitor and adjust) — N/O N/A (1) 2 3 4 5
7. Allows students to practice the behavior stated in the objective while the teacher is readily available to assist (guided practice) — N/O N/A (1) 2 3 4 5

B. Motivates Students Successfully

1. Relates learning activities to student interests (interest) — N/O N/A 1 2 (3) 4 5

2. Offers varied learning activities (interest)	N/O N/A	1 (2) 3 4 5
3. Makes involvement a part of the learning process	N/O N/A	1 2 (3) 4 5
4. Provides consistent and immediate feedback to students (knowledge of results)	N/O N/A	(1) 2 3 4 5
5. Sets the tasks at the correct level of difficulty (success)	N/O N/A	1 (2) 3 4 5
6. Divides assignments into short tasks when the objective presented is difficult to master (success)	N/O N/A	1 (2) 3 4 5
7. Supplies prompts when students need help (success)	N/O N/A	(1) 2 3 4 5
C. Increases Productive Student Behavior		
1. Praises students for appropriate classroom behavior	N/O N/A	1 2 3 (4) 5
2. Informs students of their progress	N/O N/A	(1) 2 3 4 5
3. Varies praise words	N/O N/A	1 2 3 (4) 5
4. Negatively reinforces inappropriate behavior	N/O N/A	1 2 (3) 4 5
5. Follows a negative reinforcer with a positive reinforcer	N/O N/A	1 2 (3) 4 5
6. Ignores behavior that is merely attention-getting	N/O N/A	1 2 (3) 4 5
7. Is specific when reinforcing a behavior	N/O N/A	1 2 (3) 4 5
8. Uses appropriate reinforcement schedule when new behaviors are being learned	N/O N/A	1 2 (3) 4 5
D. Demonstrates Proficiency in Subject Area		
1. Demonstrates sound knowledge of subject matter in lesson presentations	N/O N/A	1 2 (3) 4 5
2. Responds knowledgeably to students' questions on the subject matter	N/O N/A	1 (2) 3 4 5
E. Demonstrates Proficiencies in Oral/Written Language		
1. Pronounces words correctly	N/O N/A	1 2 (3) 4 5
2. Uses grammatically correct English	N/O N/A	1 2 (3) 4 5
3. Uses rules of spelling, punctuation and grammar in all written materials	N/O N/A	1 2 (3) 4 5

Summary comments by observer:

You did not adequately question students to test their mastery of the material. You utilized only lecturing without attempting to involve the students or help them think analytically. This has been discussed with you on several occasions. Your demeanor and enthusiasm are good.

Summary comments by teacher:

I have attempted to incorporate questioning into my teaching and feel I have done so adequately.

/s/	2/4/84
Teacher's signature	Date
/s/	2/4/84
Observer's signature	Date

* N/A (not appropriate) is to be marked when the action of the teacher was not appropriate. N/O (not observed) is to be marked when the observer did not see the behavior exhibited during the classroom visit.

APPENDIX 6

Sample Summary Memorandum (Specific Directives)

To: Willie Makit

From: Paul Principal

Date: May 5, 1984

Re: Conference of May 1, 1984

Over the past two years you and I have discussed your performance as a teacher at Miracle High School. We have had numerous conferences to discuss specific incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind we had a conference in my office on May 1, 1984, to discuss your performance. At that conference we discussed the following areas, and I gave you specific directives for action and improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1982, March 16, 1983 and September 30, 1983. In this conference you again acknowledged this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was a good thing, its demands do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1982, your failure to discipline students for setting fire to a trash can in your room on January 15, 1983, and your disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1983. We discussed these incidents in detail at your evaluation conference on March 10, 1983. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask

students in the hall for passes (January 6 and 25, 1983 and April 1, 16 and 25, 1984) and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed this is the most serious problem you have as a teacher. On four 9 week periods you were from 1 to 2 days late in getting your grades into my office (October 15, 1982, April 1, 1983, October 17, 1983 and March 30, 1984). After each of these incidents I conferenced with you, and once again, you blamed your night classes for the delay. I once again explained that that reason was not sufficient. In the latter of these conferences, April 2, 1984, you acknowledged that you had no daily or test grades for Health Education Period 1 and only 2 grades for Health Education Period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook you must have at least 6 daily grades and 2 test grades for each 9 weeks reporting period. I specifically directed you to comply with these requirements.

Mr. Makit, the situation is serious. As I told you, I recommended your employment for the 1984-85 school year only because of your assurances that you will correct these deficiencies and follow these directives and school board policy. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. As you and I discussed, I want this to work out so you become a successful teacher and that you continue to teach here. However, if at any time next year you fail to follow any of the directives we discussed at our conference and which I have outlined in this memorandum, I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than ___(Date)___, so we can meet and work out any differences.

/s/
Paul Principal

I have received a copy of this memorandum. I understand that my signature does not necessarily constitute agreement with the memorandum.

/s/
Willie Makit

(Date)

APPENDIX 7

Sample Completed Evaluation

Name Edna Educator School Getz High

Grade/Subject 11th Grade - U.S. History

Fall ____ Spring X Evaluation Date 3/15/84

N/O = Not Observed* N/A = Not Appropriate*

I. Instructional Proficiencies Observed

A. Uses Instructional Time Effectively

1. Follows prepared lesson plans based on district curriculum and objectives — N/O N/A 1 (2) 3 4 5
2. Focuses the students' attention at the beginning of the lesson (focus or set)—starts lessons immediately — N/O N/A 1 2 (3) 4 5
3. Communicates to the students what they will be able to do by the end of the lesson or unit and why that accomplishment is useful (objective and purpose) — N/O N/A 1 2 (3) 4 5
4. Relates all information to the stated objective(s) (instructional input) — N/O N/A 1 2 (3) 4 5
5. Uses models or illustrates what students are to learn (modeling) — N/O N/A 1 (2) 3 4 5
6. Checks to find out if the students comprehend the essential information before moving to something new in the lesson (monitor and adjust) — N/O N/A (1) 2 3 4 5
7. Allows students to practice the behavior stated in the objective while the teacher is readily available to assist (guided practice) — N/O N/A (1) 2 3 4 5

B. Motivates Students Successfully

1. Relates learning activities to student interests (interest) — N/O N/A 1 2 (3) 4 5
2. Offers varied learning activities (interest) — N/O N/A 1 (2) 3 4 5
3. Makes involvement a part of the learning process — N/O N/A 1 2 (3) 4 5

4. Provides consistent and immediate feedback to students (knowledge of results) — N/O N/A (1) 2 3 4 5
5. Sets the tasks at the correct level of difficulty (success) — N/O N/A 1 (2) 3 4 5
6. Divides assignments into short tasks when the objective presented is difficult to master (success) — N/O N/A 1 (2) 3 4 5
7. Supplies prompts when students need help (success) — N/O N/A (1) 2 3 4 5

C. Increases Productive Student Behavior

1. Praises students for appropriate classroom behavior — N/O N/A 1 2 3 (4) 5
2. Informs students of their progress — N/O N/A (1) 2 3 4 5
3. Varies praise words — N/O N/A 1 2 3 (4) 5
4. Negatively reinforces inappropriate behavior — N/O N/A 1 2 (3) 4 5
5. Follows a negative reinforcer with a positive reinforcer — N/O N/A 1 2 (3) 4 5
6. Ignores behavior that is merely attention-getting — N/O N/A 1 2 (3) 4 5
7. Is specific when reinforcing a behavior — N/O N/A 1 2 (3) 4 5
8. Uses appropriate reinforcement schedule when new behaviors are being learned — N/O N/A 1 2 (3) 4 5

D. Demonstrates Proficiency in Subject Area

1. Demonstrates sound knowledge of subject matter in lesson presentations — N/O N/A 1 2 (3) 4 5
2. Responds knowledgeably to students' questions on the subject matter — N/O N/A 1 (2) 3 4 5

E. Demonstrates Proficiencies in Oral/Written Language

1. Pronounces words correctly — N/O N/A 1 2 (3) 4 5
2. Uses grammatically correct English — N/O N/A 1 2 (3) 4 5
3. Uses rules of spelling, punctuation and grammar in all written materials — N/O N/A 1 2 (3) 4 5

II. Management System and Professional Characteristics

A. Demonstrates Adherence to Established Timelines and Procedures

1. Records daily attendance of students and sends to office — N/O N/A 1 2 (3) 4 5
2. Maintains accurate grade book with names and pertinent data — N/O N/A 1 2 (3) 4 5
3. Uses standard English and proper punctuation in all written communications — N/O N/A 1 2 (3) 4 5
4. Completes reports of grades accurately and on time — N/O N/A 1 2 (3) 4 5
5. Completes lesson plans on time; follows district curriculum in lesson plans — N/O N/A 1 (2) 3 4 5
6. Follows building procedures for use of text materials, AV equipment, etc. — N/O N/A 1 2 (3) 4 5
7. Complies with building rules, regulations and directives — N/O N/A 1 2 3 (4) 5
8. Follows district policies and procedures — N/O N/A 1 2 (3) 4 5
9. Meets the district's attendance policy — N/O N/A 1 2 3 (4) 5

B. Conducts Student Assessment

1. Follows rules for test administration — N/O N/A 1 (2) 3 4 5
2. Designs tests to measure what is taught — N/O N/A (1) 2 3 4 5
3. Administers tests frequently enough to assess students' progress — N/O N/A 1 (2) 3 4 5
4. Writes tests clearly — N/O N/A (1) 2 3 4 5
5. Refers students for appropriate alternative education programs (i.e., Special Education, Chapter I, Bilingual, etc.) — N/O N/A 1 2 (3) 4 5
6. Requires optimum performance from each student as indicated by students' work (notebooks, etc.) — N/O N/A (1) 2 3 4 5
7. Follows the district's curriculum guideline, as indicated by students' products, notebooks, etc. — N/O N/A 1 (2) 3 4 5

C. Encourages Parent Involvement

1. Handles contacts with parents in a manner which is consistent with district policies — N/O N/A 1 2 3 (4) 5

2. Maintains confidentiality concerning information about pupils and their families — N/O N/A 1 2 3 (4) 5
3. Meets with parents on scheduled Fail-Safe conferences as well as other needed times — N/O N/A 1 2 (3) 4 5

D. Demonstrates Positive Interpersonal Relationships with Staff and Students

1. Cooperates with and supports other faculty members — N/O N/A 1 2 3 (4) 5
2. Exhibits overall positive approach — N/O N/A 1 2 3 (4) 5
3. Demonstrates self-control — N/O N/A 1 2 3 (4) 5
4. Encourages students to become self-disciplined — N/O N/A 1 2 (3) 4 5
5. Promotes positive self-image in students — N/O N/A 1 2 3 (4) 5
6. Treats students in a consistent and empathetic manner — N/O N/A 1 2 (3) 4 5
7. Assumes responsibility for assisting with overall discipline of students within the school — N/O N/A 1 2 (3) 4 5
8. Practices good human relations — N/O N/A 1 2 3 (4) 5
9. Is punctual — N/O N/A 1 2 3 (4) 5
10. Demonstrates concern for safety and security of students — N/O N/A 1 2 3 (4) 5

E. Creates Appropriate Learning Environment

1. Maintains good housekeeping procedures in the classroom — N/O N/A 1 2 3 (4) 5
2. Maintains appropriate bulletin boards and interest centers — N/O N/A 1 2 (3) 4 5
3. Maintains orderly bookshelves and cabinets — N/O N/A 1 2 (3) 4 5

III. Student Academic Growth

A. Promotes Students' Academic Achievement, as Indicated by

1. ITBS Scores — N/O N/A 1 (2) 3 4 5
2. Departmental/grade level exam scores — N/O N/A 1 2 (3) 4 5
3. Other_____ — N/O N/A 1 2 3 4 5

Summary comments by assessor:

Your attitude continues to be positive. You get along well with staff and with parents. However, your teaching continues to be deficient. As we have discussed previously on 10/3/83, 12/12/83, and 2/4/84, you only lecture to your students and do not question them or prod them in any way. Such techniques need to be utilized so that you can help the students learn to think analytically and so you can determine the students' progress. I have previously given you suggestions and resource materials. While your deficiencies have not been remedied, I am willing to continue to work with you because your attitude and other skills are good. However, I must tell you that if you do not show improvement in the areas I have mentioned, I will have no other choice but to recommend the termination of your employment. I will meet with you to prepare a growth improvement plan for next year.

Summary comments by the teacher:

I have improved my teaching techniques, I will, however, continue to try and improve.

/s/	3/15/84
Teacher's signature	Date

The signature of the teacher signifies receipt but not necessarily agreement with the evaluation.

/s/	3/15/84
Assessor's signature	Date

* N/A (not appropriate) is to be marked when the action of the teacher was not appropriate. N/O (not observed) is to be marked when the observer did not see the behavior exhibited during the classroom visit.

APPENDIX 8

Explanations of the Ratings

The evaluation process uses ratings of "1", "2", "3", "4", and "5". These five rating numbers will be applied in all rating situations.

Rating Number	Rating Notation	Explanation
5	Clearly Outstanding	Performance is exemplary in accomplishing proficiencies and assignment requirements
4	Exceeds Expectations	Performance is at a high level in accomplishing proficiencies and assignment requirements
3	Satisfactory Performance	Performance meets expectations for stated proficiencies and satisfies assignment requirements
2	Below Expectations	Performance needs improvement and does not meet expectations for stated proficiencies and assignment requirements; performance requires improvement
1	Unsatisfactory Performance	Performance clearly not acceptable and performs below an acceptable level for stated proficiencies and assignment requirements; no significant improvement in performance has occurred

To assess the Management and Professional Characteristics Proficiencies, the assessor may review any materials used by the teacher, e.g., grade books, discipline cards, students' work, and lesson plans.

The rating on the Student Academic Growth portion of the evaluation will be determined by reviewing the students' test scores listed with consideration given to the educational backgrounds of the students, the mobility rate and related student learner influences.

(Consequences on future employment based on attaining certain ratings and how the ratings on the proficiencies will be weighted, if they are, can be included here. If there is to be an overall rating calculated and if the ratings are to be weighted by multiplying some given proficiencies or areas of performance before an *overall* rating is established, the evaluation form Appendix 7 will need to be changed to reflect the overall rating calculation and the weighting process.)

APPENDIX 9

Growth Improvement Plan

Teacher: Edna Educator

Principal: I.M. Splendid

School: Getz High

Course: U.S. History - 11th Grade

Date: 5/24/84

Areas of Deficient Performance

1. Failure to adequately utilize questioning of students to help students develop analytical thinking skills and to monitor progress of student.
2. Too much reliance on lectures in class. Little, if any, interaction with students.

Actions To Be Taken by Teacher and Dates for Completion

1. Read 2 texts, to be mutually selected, over the summer months. The texts will focus on successful teaching techniques and questioning in particular. Meet in the fall with the principal to discuss.
2. During inservice in fall, meet with Ms. Sue Perior, History Department Chairman, to discuss techniques and strategies.
3. Videotape a class once a week for first 6 weeks of school and meet with Ms. Perior and Ms. Splendid to review.
4. Meet with department chairman once every other week to discuss techniques.
5. Observe other classes as suggested by Ms. Perior or Ms. Splendid.
6. Meet with Ms. Splendid as needed.

Actions To Be Taken by Principal and Dates for Completion

1. Arrange for videotaping and meet with teacher concerning the tapes
2. Arrange for Ms. Perior to meet with Ms. Educator to discuss techniques.
3. Observe classes 2 times in September and 2 times in October and discuss with Ms. Educator.
4. Meet with Ms. Educator as needed.
5. Evaluate Ms. Educator by October 30.